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INTELLIGENCE PRODUCTION COURSE NO. 7 (JOTP)

CHIEF INSTRUCTOR'S COMMENTS

1. Twenty students were enrolled for Intelligence Production Course No. 7 (JOT Class of January 1963). The course began on 22 April and ended on 28 June, a total of 10 weeks.
2. Continuing the trend since IPC No. 3, this class was larger than the previous one. The large size of the class made it necessary to divide the students into two groups for some tours as well as for some of their briefings. Despite some drawbacks in this procedure, it is preferable to having unwieldy tour groups and to having 20 successive briefings. If future classes are as large or larger, we will undoubtedly divide the group for most briefings and tours, as well as for some other activities.
3. This was the first running of the IPC as a 10-week course. In planning this schedule we eliminated much of the time intended for student research and cut back severely on the amount of reading time. Otherwise, the coverage in this course was similar to that in IPC No. 6. As a result the students in this class put in some overtime, both in the classroom and at home, to finish their readings, to study for examinations which we gave at the end of each section of the course, and to work on their writing and briefing assignments and course research projects. We feel that the reduction of reading, thinking, discussion, and research time is undesirable, and at least half of the students suggested the course be extended to 12 weeks again. However, our experience has shown that, despite the maturity of IPC students in some respects, they are not mature enough to make beneficial use of free time. Should the course be extended to 12 weeks we would continue running it in its present tightly-packed form, and give the additional two weeks at the end for the course research project.
4. In this running, for the first time, we introduced examinations on each major section of the course. The purpose of the examinations was twofold: (a) to provide a means of calculating grades on each section of the course, and (b) to keep up student attention throughout the course. In the past, students tended to pay less attention to areas of the Agency to which they thought they would not be assigned. They also complained about repetition--that they had heard some things about parts of the DDI five months earlier in the first part of their training. This latter complaint was not heard from this class, because the examinations proved to them that their memories needed refreshing and that the present course was intended to provide a detailed understanding rather than just a general overview of each element of the DDI.
5. A major change was made in the order in which the various portions of the course were presented, and this change proved to be a sound one. It consisted of placing early in the course those sections dealing both with skills training and orientation, followed by sections dealing primarily with orientation, and intelligence philosophy, and ending with full-time work on the course research project. The heavy emphasis on skills training, especially in geographic and photographic intelligence, provides a much

easier transition from the Operations Familiarization Course [] to the IPC. In the past, when we opened the IPC with the philosophy of intelligence research and methods students found it difficult to adjust, after their six weeks []

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25X1A 6. Compared with previous classes we feel that the morale of this class held up much better during the normal middle-of-course morale slump. In large part this is undoubtedly a reflection of the character of this group: the faculty [] found them easier to work with than many earlier groups, and we also found them extremely cooperative. Only one previous IPC group could equal this group in the interest displayed during questions and discussion periods, and none equalled this group in the excellence of questions asked of the various high-level speakers whom they heard. Although there ^{were} some negative reactions to the examinations, our experience with JOT groups shows that examinations probably played a part in forcing students to pay attention and to maintain interest. The shortened course, with its greater urgency and heavier work load also assisted. The best test of these changes, however, will occur if we have another class which includes personalities which the [] faculty considers to have somewhat negative attitudes.

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7. This group seemed much less concerned about the job they would get at the end of the IPC than most previous groups. This may have been an additional factor in keeping up morale. On the whole, most of the students in this group do not have a one-office mind as has often occurred among earlier students. Even those who had decided on one office maintained their interest in other offices.

8. The members of this class will be working in a greater number of DDI offices than any previous class. For example, although no IPC students have ever gone into ORR, several from this class will work in ORR/ERA; two will work in the [] one will be going to OCR Biographic Register for the first time; two are going into OSI; and one will be in the new DDI Collection Staff. Two of the girls are working in the DDP--one of them in [] which is the focal point for much DDI support for the DDP.

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9. The many changes in organization and procedures in the DDI area caused us to add a number of high-level speakers we had not planned on when we first wrote up the course schedule. In every case top-level personnel in the DDI area were happy to speak to the JOTs, to tell them about recent developments, to describe problems, to give frank evaluations of uncertainties, and to make guesses about the future. Never before has the close link between the President and other policy makers and the DDI intelligence production effort been so clearly revealed as in talks given during this class. It has made all the students fully aware of the close relationship between their job interests and policy formulation.

10. Some items included in this course for the first time are:
(a) additional clearances for both the faculty and JOTs so that briefings given by the various officials could be at the highest clearance levels;
(b) a complete tour of NPIC, including a 45 minute briefing by Mr. Lundahl;
(c) a briefing on the []

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which provides DDI research support for [] operations; (d) a briefing on the [] (e) a briefing on the relationship between [] (f) a presentation on the functions of the DDR; (g) talks on the Army Foreign Science & Technology Center and the Air Force Foreign Technology Division; (h) a presentation on Management Career opportunities in the DD/S; (i) a briefing on the new DDI Collection Guidance Staff and Operations Staff; (j) a briefing on DIA research activities; and (k) a talk by the CIA Policy Support Officer.

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11. Two of the course research papers written by students in IPC No. 5 have been published in Studies in Intelligence and several papers from IPC No. 6 are under consideration or are soon to be published in Studies. We believe, because of the excellent topics chosen by students in IPC No. 7, that many of the papers from this class will be of interest to the Studies editorial board. A number of the course research papers written by IPC No. 5 and 6 were used as readings in this class, and as students worked on various projects, including their own course research projects, they were frequently referred to papers written by previous classes. In at least one instance a student from this class is taking work done by a JOT in a previous class and carrying it onward.

12. Some of the changes we plan to make on the next running of the course include the following: (a) to devote an hour to Sovmat Staff in the Office of Operations, a staff which has not been covered in the IPC for some years; (b) to expand the time devoted to the DDR area of the Agency; (c) to devote time throughout the course to a review of examinations which students have taken, so as to maximize the teaching value of the examinations; and (d) to devote a half day or a full day to DDI-DDP interrelationships.

13. The move of the Intelligence Production Faculty to the Broyhill Building will raise a number of problems in the conduct of the next IPC. Unlike any other course taught in OTR, the IPC has been so intimately related to the offices of the DDI area that, in effect, much of the course was being taught within the DDI offices rather than in classrooms. When students were not in class meetings in conference rooms in the DDI area or on tours in DDI offices, they spent much time consulting with DDI analysts. The move to the Broyhill Building will make it extremely difficult to maintain this intimate relationship. A considerable amount of class time will have to be spent transporting students to and from the new building. It will be difficult to get DDI conference rooms for a day at a time, and even if we can get such rooms reserved for a day, we probably will be forced out from time to time by high priority meetings. Another danger is that, after a while, we will tend to keep the students in the classrooms at Broyhill Building and gradually reduce the amount of student time spent in the Headquarters Building. This tendency should be resisted strenuously, despite the handicaps of working away from our classroom building.

14. The major instructional work in IPC No. 7 was done by members of the Intelligence Production Faculty. []

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[] and by the Chief Instructor.

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